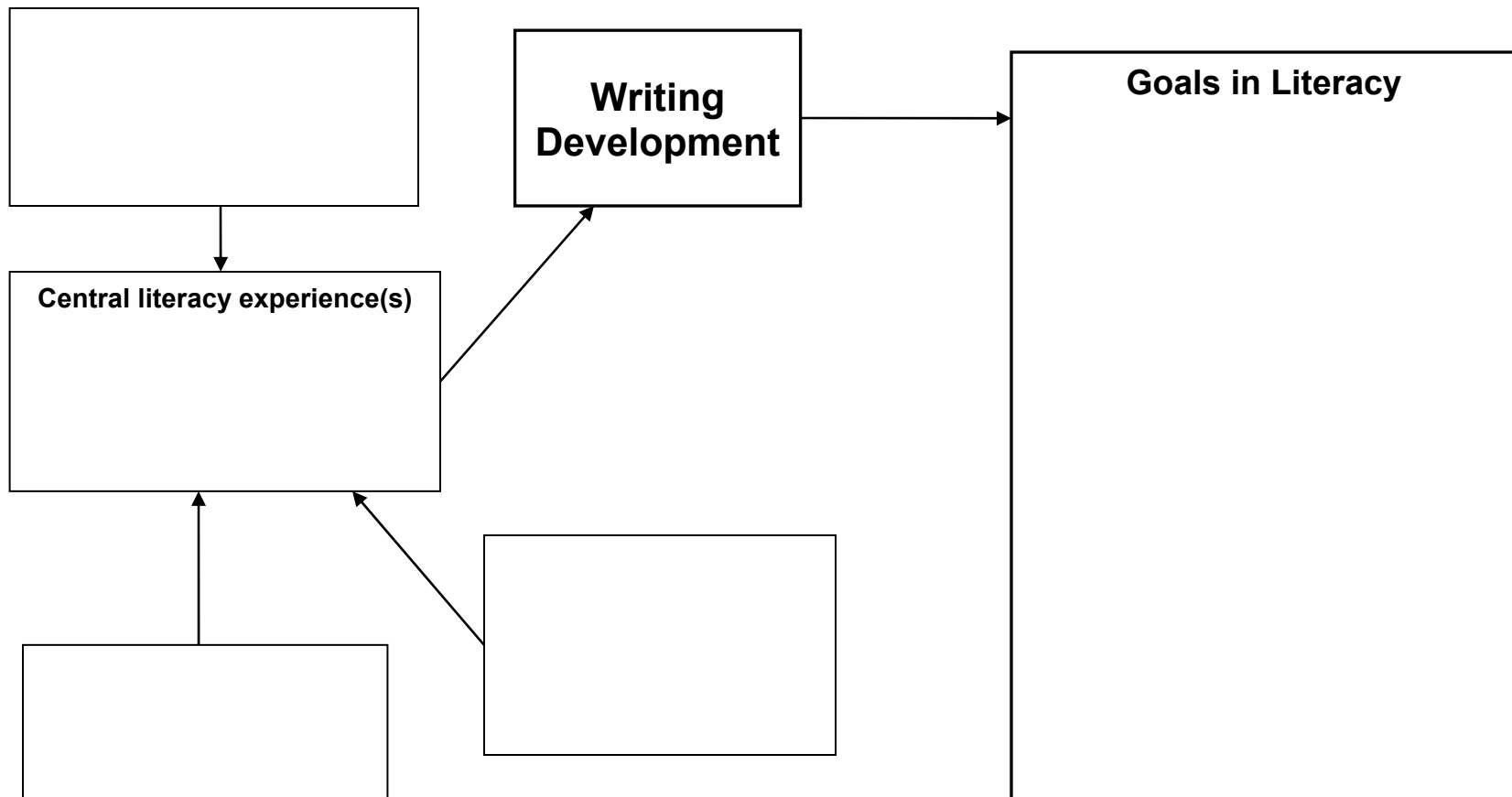


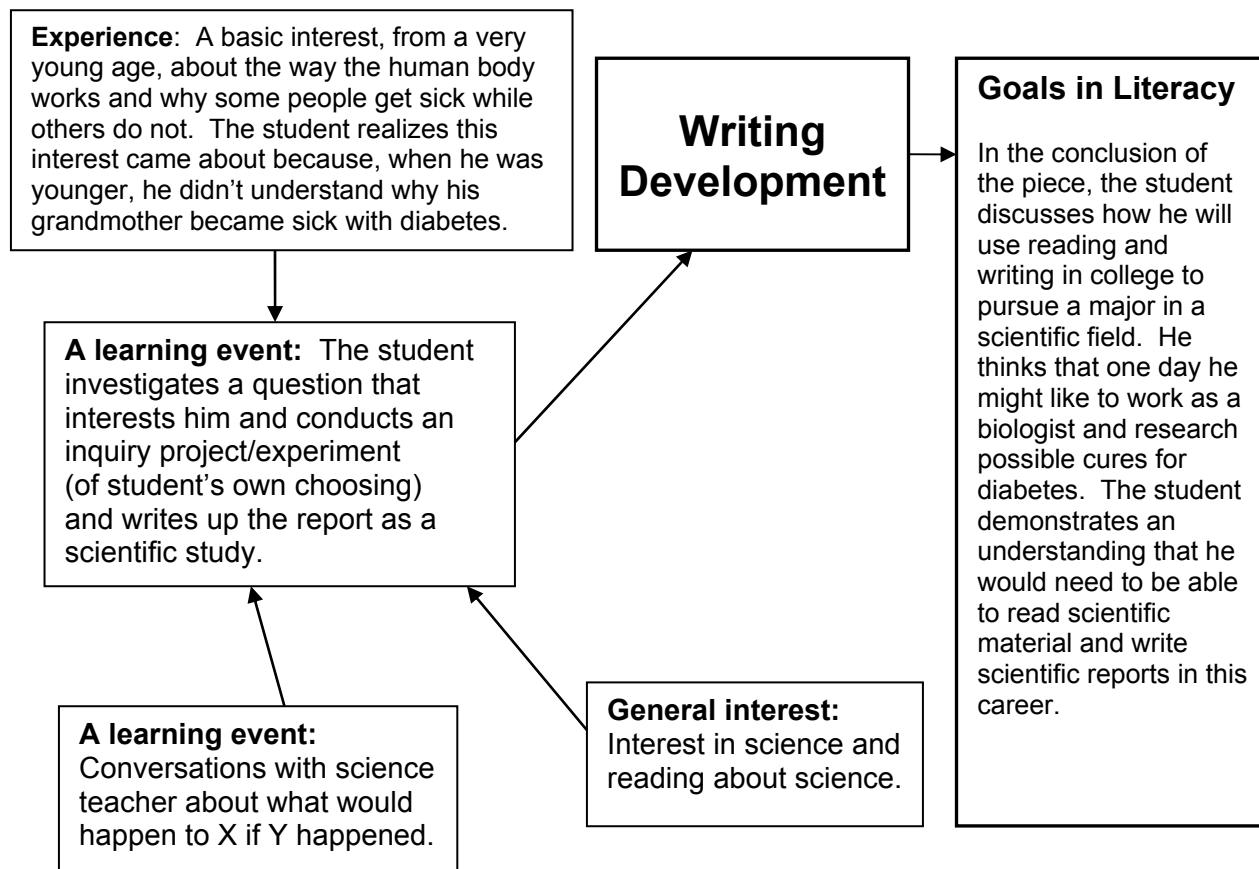
Reflective Writing for the Portfolio: Mapping Literacy Experiences



****Students may add or remove boxes to/from this diagram as needed to show their own learning experiences and goals. This flowchart is intended to help students see how their individual experiences impact writing development and literacy growth and goals.**

The diagram below is **theoretical**. The flowchart would be different for every student. However, it illustrates how specific learning and literacy experiences might impact writing development, and thus, cause the student to consider goals for the future.

Sample mapping exercise for reflective writing**



In this example, the student is organizing for a reflective piece about his writing development through literacy experiences. He sees several experiences that led to a particular learning event (his inquiry project in science class). In the piece itself, he would connect these experiences to his writing development. According to the map in his conclusion, the student might discuss how he will use reading and writing in college to pursue a major in a science field. He thinks he may would one day like to work as a chemist and do research on the cure for diabetes. The student demonstrates an understanding that he would need to be able to read scientific material and write scientific reports.

****A template is attached that you might use with your students to “map” literacy growth.**

Common Concerns about the Reflective Piece in the Writing Assessment Portfolio

- This piece may come from a language arts class, but it might also be developed in a content area class. It doesn't have to be specifically a language arts piece,

particularly if it developed as a result of a literacy experience in that content. If it were developed in a content area class, it would count as a content area piece.

- In the reflective piece for the portfolio, a student might refer to a piece included in his portfolio as an example to support his reflection, but there is **no need to refer to all pieces**. Likewise, a student may choose not to refer directly to any piece and look at the collection as a whole to reflect on literacy development.
- If students' reflective pieces are unique as the students are individually, the reflective pieces are probably on target, and the students are reflecting on their own personal writing and literacy growth.
- If all of the reflective pieces seem to sound alike, students are not doing the proper kind of thinking and analysis the reflective piece calls for. This would not make a portfolio incomplete, but the piece would probably not score very well.
- There is not one "right" way to write this piece. It will vary from student to student; however, there are several characteristics that show strong reflection in writing.

A strong reflective piece would, most likely, illustrate many, if not all, of these characteristics:

- Demonstrates specific literacy experiences that show impact/growth in writing.
- Demonstrates significance of literacy experiences through insightful analysis of learning events.
- Targets a specific audience and shows careful consideration of audience's needs to clearly communicate the purpose of the piece.
- Demonstrates careful idea development and makes connections to writing by way of literacy growth experiences.
- Demonstrates clear organization with insightful connections through analysis and reflection.
- Demonstrates narration of experience for the transactive purpose of analyzing growth in literacy to show impact on writing and learning (may narrate an event for the transactive purpose of informing)
- Demonstrates careful choice of form given purpose and audience.
- Is very individual to the student and his/her learning experiences.
- Demonstrates student clearly understands his/her literacy goals.